

AB

EDUC 556: Professional Development and Lifelong Learning
Winter, 2024

Instructor Information

Class Dates: January 8 – February 9, 2024

Last Day to Add/Drop/Swap: Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.

Pre-requisite: Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.

Email: Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence.

Office Hours: Information to be posted on D2L.

COURSE DESCRIPTION:

Professional Development and Lifelong Learning (PDLL) will act as a capstone course, enabling pre-service teachers to integrate their theoretical and field experiences, readying them to take on their role as teachers. They will be introduced to an iterative, knowledge building cycle that considers how student need informs teacher professional learning, builds teacher knowledge and skill and improves student outcomes. Participation in this cycle will strengthen pre-service teachers' understanding of the adaptive expertise needed to deepen their competence.

By selecting artefacts, providing reflections, and making connections to their Werklund educational experience, pre-service teachers will come to understand the scope of their emerging practice, while evaluating areas in need of growth.

Participation in a Professional Learning Community (PLC) will strengthen understanding in an area of interest, while working with the integrity of a professional to inquire, collaborate, encourage and challenge their peers to continuously improve their future practice and the learning outcomes of their future students.

In this course students will:

- examine personal and contemporary conceptualizations of professional learning and professional development as presented in the research literature;
- study how an iterative cycle of inquiry and knowledge building responds to evidence of student engagement, achievement and well-being;
- consider how teachers develop adaptive expertise as they translate educational theory into practice to solve problems in the context of their classrooms;
- collect, select, reflect, and connect artefacts and academic experiences to act as evidence of meeting the Teaching Quality Standard in an e-portfolio; and
- engage in a design based professional learning community process to explore an identified area of practice.

Active engagement in professional learning and development empowers teachers to build and sustain a practice of integrity and personal satisfaction as they improve the learning, engagement and well-being outcomes of their students.

LEARNER OUTCOMES:

In this course students will be able to:

- articulate an understanding of how professional development and learning is influenced by the teacher's evolving sense of self, knowledge/skills and practices and evidence of student engagement, achievement and well-being;
- demonstrate meeting competencies of the Teaching Quality Standard through an e-Portfolio; and
- apply the principles of a professional learning community to address a problem of practice

COURSE DESIGN AND DELIVERY: This course will be delivered on-campus, as well as online, using D2L and Zoom.

THE REQUIRED AND ADDITIONAL RESOURCES ARE INDICATED IN THE WEEKLY COURSE SCHEDULE BELOW

REQUIRED READING LIST:

Critical Friends

Mat Noor, S., & Shafee, A. (2021). The role of critical friends in action research: A framework for design and implementation. *Practitioner Research*, 3, 1-33. <https://doi.org/10.32890/pr2021.3.1>

Critically Reflective Teacher

Brookfield, S. (2017). *Becoming a critically reflective teacher*. (2nd ed.). Jossey Boss. Chapter 1
<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4790372>

Four Critical Lenses

Brookfield, S. (2017). *Becoming a critically reflective teacher*. (2nd ed.). Jossey Boss. Chapter 4
<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4790372>

New Teacher Preparation

Alberta Teachers' Association. (2018). *"Who will help me to do well?" How to best support the professional growth of Alberta's newest teachers.* (66 pages). Alberta.
<https://legacy.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Research/COOR-101-17%20How%20to%20Support%20Alberta's%20Newest%20Teachers.pdf>

OR

<https://canadacommons-ca.ezproxy.lib.ucalgary.ca/artifacts/4273551/ata-research/5083704/>

Brown, B., Friesen, S., Beck, J., & Roberts, V. (2020). *Supporting new teachers as designers of learning.*
<https://files.eric.ed.gov/fulltext/EJ1264583.pdf>

Fullan, M., & Hargreaves, A. (2016). *Bringing the profession back in: Call to action.* Learning Forward.
<https://learningforward.org/wp-content/uploads/2017/08/bringing-the-profession-back-in.pdf>

Teaching Quality Standard

Alberta Education (2023). *Teaching Quality Standard.*

<https://open.alberta.ca/publications/teaching-quality-standard>

Professional Growth Plans

Alberta Teachers' Association (2023). *Develop Your Professional Growth Plan.*

<https://teachers.ab.ca/professional-development/professional-growth-planning/develop-your-professional-growth-plan>

Professional Learning

Fullan, M., & Hargreaves, A. (2016). *Bringing the profession back in: Call to action.* Learning Forward.

<https://learningforward.org/wp-content/uploads/2017/08/bringing-the-profession-back-in.pdf>

Timperley, H. (2015). Continuing professional development. In J.D. Wright (Ed.), *International Encyclopedia of the Social & Behavioral Sciences* (2nd ed.) (pp. 796-802). ScienceDirect.

<https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/B9780080970868921342>

Timperley, H.S. (2011). *Realizing the power of professional learning.* Open University Press.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=744156>

*****E-book licence permits only one online user at a time; per day, a user may print to PDF up to 68 pages***

Timperley, H. (2015). Professional conversations: Adaptive expertise. [Video file]

<https://www.youtube.com/watch?v=2pE7lbvgTfw>

Professional Learning Communities

Stoll, L. (2011). Leading professional learning communities. In J. Robertson & H. Timperley (Eds.), *Leadership and learning* (pp.114-129). SAGE. Posted in D2L.

SUGGESTED READING LIST:
Professional Learning

Friesen, S., & Jacobsen, M. (2015). *A design-based approach to teachers' professional learning*. Canadian Education Association. <https://www.edcan.ca/articles/a-design-based-approach-to-teachers-professional-learning/>

Marzano, R., & Toth, M. (2014). *Teaching for rigor: A call for a critical instructional shift*. <https://www.learningsciences.com/wp/wp-content/uploads/2018/05/Teaching-for-Rigor-A-Call-for-a-Critical-Instructional-Shift.pdf>

Wiliam, D. (2016). Why we need to raise student achievement: What's been tried, and why it hasn't worked. In D. Wiliam (Ed.), *Leadership for teacher learning* (pp. 7-21). Learning Sciences International. https://www.learningsciences.com/wp-content/uploads/2020/06/ltl_lookinside_1.pdf

Professional Learning Communities

Alberta Education. (2020). *Ministerial Order #028/2020 [Education]. Student learning*. <https://open.alberta.ca/publications/ministerial-order-on-student-learning-2020>

Donohoo, J., Hattie, J., & Eells, R. (2018). *The Power of Collective Efficacy*. <http://www.ascd.org/publications/educational-leadership/mar18/vol75/num06/The-Power-of-Collective-Efficacy.aspx> OR

<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=128251803&site=ehost-live>

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
LT#1	Creating a Teacher Professional Growth Plan that is aligned with the Teaching Quality Standard	Individual	35%	Jan. 15-19, 2024 as scheduled by your instructor
LT#2	Community of Practice and Celebration of Learning	Group	40% (Written 25% and Oral 15%)	Both written & oral due on Jan. 29-Feb. 5 presentation day as scheduled by your instructor
LT#3	Creating an Action Plan for Field IV. Knowledge Building: Formulate a critical response to the question, " <i>What is your action</i> "	Individual	25%	Feb. 09

	<i>plan design for your professional growth to positively impact student learning in Field IV?"</i>			
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**Note: Academic integrity plays a vital role in this class, and all assignments are expected to be the original work of the student. Submitting work generated by AI is considered plagiarism.*

SUGGESTED* WEEKLY COURSE SCHEDULE:

Date	Topic	Readings	Due Dates
WEEK 1 Jan. 08 –14	Teaching Quality Standard (TQS) & Teacher Professional Growth Plan – LT#1 <ul style="list-style-type: none"> Examine the TQS Use personal artifacts as evidence that you are meeting the TQS Create your Teacher Professional Growth Plan 	Required: Alberta Education (2023) Alberta Teachers’ Association (2023).	Using your ePortfolio, collect, select, reflect and connect personal artefacts to the Teaching Quality Standard Share portfolio elements for peer feedback. Using a template to complete your professional growth plan. (Instructor will provide a template or inform you which one they would like you to use.) Jan. 15-19, 2024 As scheduled by your instructor
WEEKS 2 – 5 Ongoing: Determined by Instructor	Introduction and Discussion of readings to build knowledge about Professional Learning and Professional Development Identify Supports for effective professional learning. Instructional shifts to achieve academic rigor Discuss design-based approach to professional	Required and Suggested Readings from: <ul style="list-style-type: none"> Critical Friends Critically Reflective Teacher Four Critical Lenses New Teacher Preparation Professional Learning 	Following extensive knowledge building and a critical reflection on their present skills and abilities, each student will develop an action plan for to guide their professional growth during Field IV. Actively engage in knowledge building activities through readings, discussions, and reflections as per instructor Actively participate with a Critical Friend to examine your future action plan.

	learning “know-how”, “know-why”		
WEEKS 2 – 4	Professional Learning Communities (PLC) Collaborative work in PLCs	Required and Suggested Readings from: Professional Learning Communities	Finalize PLCs and discuss group guiding principles, group roles and responsibilities PLC research and collaborative work
WEEK 4 Jan. 29 – Feb. 4.	PLC formative feedback and presentations – LT#2	As decided in PLC *Resources to be provided by your instructors	Complete and upload PLC written report Present PLC oral report as scheduled by instructor Provide feedback to group presentations Written report and oral/narrated presentation due at the time of presentation Jan. 29-Feb.05 as scheduled by your instructor
Week 5 Feb. 5 – 9	Culmination of Knowledge Building LT#3		Complete Action Plan Discuss plan with Critical Friend Due Submit LT#3 by Feb. 09/23

***CHANGES TO SCHEDULE:**

Please note that changes to the schedule may occur to meet the emerging needs and dynamics of the participants in the course. For online sections, more information will be shared by your course instructor.

LEARNING TASKS AND ASSESSMENT

There are three (3) required Learning Tasks for this course.

LEARNING TASK 1: TQS and Teacher Professional Growth Plan – Jan. 15-19, 2024 (as scheduled by your instructor)

Description: Learning Task 1 (LT#1)

- **Use your e-Portfolio to align with the Teaching Quality Standard**
- **Include the “reflect” and “connect” summaries in your submission as directed by your instructor**
- **Based on your experience in Field and after examination of your alignment to the TQS create a Teacher Professional Growth Plan**
- **Submit summaries into Dropbox**

Students are asked to use their e-Portfolio as evidence of their understanding of the Teaching Quality Standard competencies. Students are also asked to submit a completed Teacher Professional Growth Plan of their intention for professional growth for next year. Refer to the accompanying assignment description, ePortfolio links and the LT#1 rubric for support, expectations, details and due dates.

ePortfolio Process and Resources

<https://eportfolio.ucalgary.ca/>

Teacher Professional Growth Plan resource

<https://teachers.ab.ca/professional-development/professional-growth-planning/develop-your-professional-growth-plan>

Teaching Quality Standard (TQS)

Posted in D2L

Collect

- Review the Teaching Quality Standard competencies and indicators and consider which artefacts from your Werklund academic/field experiences provide evidence of meeting EACH of the six competencies.
- Lifelong learning and the practice of teaching demands that teachers consistently reflect, rework and respond to new research, new contexts and new understandings in a timely and professional manner. This is learning in action and is the cornerstone of developing a principled teaching practice.
- As you prepare for your first professional interviews having a critical understanding of the TQS, and being fluent in its elements, enables you to answer interview questions with confidence, knowledge, and skill. The process of critically reflecting on your strengths and areas of development prepares you to present yourself as a thoughtful, insightful, emerging professional.
- The TQS acts as a benchmark of your professional growth and forms the basis for your professional evaluation throughout your career.
- Artefacts to consider may include:
 - Concept maps
 - PowerPoint
 - Group or individual projects or unit designs
 - D2L entries
 - Essays
 - Websites
 - Photographs

Select

Select the most appropriate artefact/s for the TQS competency and selected accompanying indicators. Develop a rationale for **WHY** you chose each particular artefact as evidence and *orally* present your selections to your group for feedback. **No marks** will be awarded for this section but the formative feedback provided by your group should elevate the quality of your written responses and choice of artefacts for the graded assignment.

Reflect (approximately 150 words for each)

Provide a statement of **HOW** the selected artefact/s provide/s evidence of meeting the competency and relevant indicators by **bolding** the exact key words from the TQS document in your response. Hyperlink each artefact selected if the artefact is in your eportfolio or a web-accessible platform. If the artefact is not available as a hyperlink, please embed the relevant sections in your reflection.

Connect (approximately 500 words)

Consider how your artefacts, experiences, and understandings connect to each other and **bridge** academic knowledge with your life experiences. What gaps did you notice and how might you address these gaps? What did you learn from your peers during this process? How were you able to integrate peer feedback into your portfolio?

- Share and discuss elements of your ePortfolio with your group and offer specific feedback to each other as formative assessment.

Format

- Upload your written responses to the LT1 – Professional Group Plan assignment to Dropbox.

TEACHER PROFESSIONAL GROWTH PLAN

Given that you have gained a new perspective based on your examination of the TQS, now consider any shortcomings in your current knowledge or skills set as you complete the professional growth plan template. To gain the most benefit from this exercise, also consider your ability to grow and adapt in uncertain times and be realistic in your planning over the next 6 to 8 months.

GRADING RUBRIC
LEARNING TASK #1
PROFESSIONAL GROWTH PLAN (35%)
DUE DROPBOX – Jan. 15-19, 2024 (as scheduled by your instructor)

Criteria	Novice (C- or lower)	Apprentice (C to B-)	Practitioner (B to B+)	Expert (A- to A+)
Reflect (15%)	<p>Reflection does not demonstrate HOW the artefact meets the competency and affiliated indicators.</p> <p>No key elements of the competency or indicators are considered or bolded for reflection</p>	<p>Reflection superficially demonstrates HOW the artefact meets the competency and affiliated indicators.</p> <p>Key elements of the competency or indicators are bolded and show some attempts to reflect upon them.</p>	<p>Reflection explicitly demonstrates HOW the artefact meets the competency and affiliated indicators.</p> <p>Key elements of the competency or indicators are bolded to show which elements are being reflected upon.</p>	<p>Reflection critically and explicitly demonstrates HOW the artefact meets the competency and affiliated indicators.</p> <p>Key elements of the competency or indicators are bolded to integrate which elements are being reflected upon.</p>
Connect (10%)	<p>Identifies connections between academic readings, life experiences and field experiences but perceived them as similar and related to own interests.</p>	<p>Superficially evaluates and synthesizes connections among academic readings, field experiences and life experiences to demonstrate an understanding of their emerging practice</p>	<p>Effectively evaluates and synthesizes connections among academic readings, field experiences and life experiences to demonstrate an integrated understanding of their emerging practice</p>	<p>Critically evaluates and synthesizes connections among academic readings, field experiences and life experiences to demonstrate an integrated understanding of their emerging practice.</p>
Growth Plans (10%)	<p>The student does not address gaps in competencies or areas for future growth in their Teacher Professional Growth Plan.</p>	<p>The student partially addresses gaps in competencies and areas for future growth in their Teacher Professional Growth Plan.</p>	<p>The student addresses gaps in competencies and areas for future growth in their Teacher Professional Growth Plan.</p>	<p>The student thoughtfully addresses gaps in competencies and areas for future growth in their Teacher Professional Growth Plan.</p>

LEARNING TASK 2 – DUE: Jan. 29-Feb.05 (as scheduled by your instructor)**Description: Learning Task 2 (LT#2)**

- Present oral PLC report
- Submit PLC written report into Dropbox

Forming a Professional Learning Community (PLC)

Students will form groups of 3-4 individuals to explore areas where they want to deepen their knowledge and/or refine skills in their future teaching practice. These groups can be the same as earlier in the class for LT1 or new groups formed in response to new interests. For example, forming a group with those who want to focus on developing formative assessment strategies. The intention is to create a workable version of a professional learning community applicable in a university context.

Through the formation of guiding principles, groups will operate in conditions of respect, trust and support.

Professional Learning Community Written Report Word limits for each section are also noted on the rubric.

Each PLC will be required to submit a **group** written report with the following information:

Inspiration and inquiry (100-250 words)

- Group members will be asked to reflect on their practicum experiences to consider what knowledge and skills they had difficulty mastering. They will also be challenged to consider what knowledge and skills they, as emerging professionals, need to support students to achieve success in the identified area of difficulty. The refining of this process will become the inspiration and source of the inquiry question/s for the group. Each group can decide if they wish to pursue one inquiry question or if they want to support each other to ask different questions. It is recommended that if groups decide to pursue different questions, that the questions follow a similar theme to make the presentations more informative and manageable.
- State the inquiry question or questions and the student experience/s that fuelled the inquiry

Knowledge Building Process (300-500 words)

- PLC members will need to decide how to collaboratively and individually find and represent suggested solutions for their inquiry. The following questions may support that learning journey:
 - What do you already know about this topic?
 - Who are the champions from the literature, your field experience or in the community and what do they have to offer about this topic? Who else might provide some insight?
 - How can you support and challenge each other's learning?
 - How will you document your learning journey?
 - **Each student must show clear evidence of their contribution to the group's Knowledge building process, written report and presentation. (e.g. Google Doc)**
 - How will you collect, analyze, synthesize and evaluate your learning?
 - How might you represent your knowledge in a creative way?

Findings (300-500 words)

- Share what you have learned about your inquiry stating the evidence that supports your claims.
- Consider condensing your findings in a concept map, diagram, or model to make it easier to understand your oral presentation.
- Use APA 7 standards to accurately cite and reference your sources.

Implications (300-500 words)
Part A Knowledge Building Process Guiding Questions

- What are the implications for teaching and learning of your findings?
- STATE how your findings might potentially improve student engagement, achievement, or well-being?
- How will you implement your findings?
- How might the context affect your findings?
- What cautions and extensions can you recommend?
- Did you find anything that surprised you?

Part B Professional Learning Community Process

- Make a statement about how working in your PLC affected your learning and built your capacity as a professional.
- Consider the degree to which your PLC succeeded in building collaborative, reflective, growth oriented, and trusting relationships

Upload the *written* PLC report into the designated Dropbox folder on January 30-February 3 as determined by your instructor.

GRADING RUBRIC
LEARNING TASK #2 - PART 1- WRITTEN
PROFESSIONAL LEARNING COMMUNITY REPORT (25%)
DUE Jan. 29-Feb. 5 AS SCHEDULED BY INSTRUCTOR

Criteria	Novice (C- or lower)	Apprentice (C to B-)	Practitioner (B to B+)	Expert (A- to A+)
Inspiration and Inquiry Question/s 100 – 250 words	<p>The inspiration does not consider the student/s learning needs</p> <p>The inquiry question presents a vague and/or poorly articulated problem/issue to address student engagement, achievement or well-being.</p>	<p>The inspiration is articulated from a superficial understanding of the student/s learning needs</p> <p>The inquiry question begins to present a contrived problem/issue to address student engagement, achievement or well-being.</p>	<p>The inspiration is articulated from a general consideration of the student/s learning needs.</p> <p>The inquiry question adequately presents a real-world problem/issue to address student engagement, achievement or well-being.</p>	<p>The inspiration is articulated from a sophisticated, context driven consideration of the student/s learning needs.</p> <p>The inquiry question powerfully presents an essential real-world problem/issue to address student engagement, achievement or well-being</p>

Process/Documentation 300 – 500 words	<p>The process does not demonstrate evidence of collaboration and interaction to promote collective understanding and collective knowledge building.</p> <p>The learning journey is inadequately documented. The reader has little or no sense of the variety of sources considered or the impact of these sources on the learning journey.</p>	<p>The process demonstrates limited evidence of collaboration and interaction that promotes collective understanding and collective knowledge building.</p> <p>The learning journey is partially documented. The reader has little evidence of the variety of sources considered and the impact of these sources on the learning journey.</p>	<p>The process demonstrates adequate evidence of collaboration and interaction that promotes collective understanding and collective knowledge building.</p> <p>The learning journey is clearly documented. The reader can track several sources considered and the impact of some of these sources on the learning journey.</p>	<p>The process demonstrates extensive evidence of collaboration and interaction that promotes collective understanding and collective knowledge building.</p> <p>The learning journey is meticulously and comprehensively documented. The reader can easily track the variety of sources considered and the impact of these sources on the learning journey.</p>
Findings 300 – 500 words or equivalent	<p>Incomplete evidence collected, with limited analysis and synthesis to present an articulate understanding of the inquiry question.</p> <p>Limited or no evidence of judgement; insufficient references to authoritative sources.</p>	<p>Adequate evidence collected, with analysis and synthesis to present an articulate understanding of the inquiry question.</p> <p>Evidence of judgement using some relevant, authoritative sources.</p>	<p>Adequate evidence collected, analyzed and synthesized to present an articulate understanding of the inquiry question.</p> <p>Evidence of reasoned judgment using relevant authoritative sources and some different viewpoints.</p>	<p>Comprehensive, evidence collected thoroughly analyzed and synthesized used to present an exemplary understanding of the inquiry question.</p> <p>Evidence of well-reasoned judgment using relevant, authoritative sources and several different viewpoints.</p>
Implications 300-500 words	<p>A vague articulation of the implications of findings on teaching and learning.</p> <p>Limited or no consideration of cautions, extensions, adaptations, unintended learning and PLC process.</p>	<p>An adequate articulation of the implications of findings on teaching and learning.</p> <p>Consideration of cautions, extensions, adaptations, unintended learning and PLC process is adequate.</p>	<p>A clear and thoughtful articulation of the implications of findings on teaching and learning.</p> <p>Consideration of cautions, extensions, adaptations, unintended learning and PLC process is thoughtful.</p>	<p>A clear and insightful articulation of the implications of the findings on teaching and learning.</p> <p>Consideration of cautions, extensions, adaptations, unintended learning and impact of the PLC process is both thoughtful and provocative.</p>

Coherence & Scholarly Writing/ APA 7th Edition Format	<p>Writing requires extensive editing to achieve clarity and adherence to writing conventions (spelling/grammar). APA style is not used for in-text citations and references and requires substantive editing for accuracy in order to meet APA standards.</p>	<p>Writing requires some editing to achieve clarity and adherence to writing conventions (spelling/grammar). APA style is used for some in-text citations and references and requires some editing to meet APA standards.</p>	<p>Writing is mostly in a scholarly format with minor edits needed in writing conventions (spelling/grammar). APA style is used for most in-text citations and references and requires a few edits to meet APA standards.</p>	<p>Writing is clear and consistent in using a scholarly format with little to no edits needed in writing conventions (spelling/grammar). APA style is accurately used for all in-text citations and references with little to no edits required for meeting APA standards.</p>
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Professional Learning Community Oral/Narrated Presentation

Each PLC will present a *brief* (10- 15 minute maximum) recorded/live Zoom or in person presentation (as determined by Instructor) with key information from the elements noted in the diagram below. Each group member is expected to contribute to the presentation, and to participate in the discussion following the presentations, whether synchronous or asynchronous. (Your instructor will let you know if presentations will be live or recorded and posted).

GRADING RUBRIC
LEARNING TASK #2 - PART 2- ORAL PRESENTATION
PROFESSIONAL LEARNING COMMUNITY (15%)
DUE IN CLASS ON Jan. 29-Feb. 5 AS SCHEDULED BY YOUR INSTRUCTOR

	Novice (C- or lower)	Apprentice (C to B-)	Practitioner (B to B+)	Expert (A- to A+)
Oral Presentation	<p>Presentation is not professional with few signs of teamwork and advanced planning; members have a challenge gaining audience attention/interest.</p> <p>Key points are missing from most parts of the presentation which causes confusion or misinterpretation about the understanding of the inquiry question, inspiration, group process, findings or implications.</p> <p>Poor organization. Members demonstrate minimal involvement throughout the presentation.</p> <p>Questions were not handled or handled with a lack of confidence and with minimal knowledge.</p>	<p>Presentation is professional where teamwork is not clearly evident; members gain limited audience attention/interest.</p> <p>Key points are partially presented and explained in a mechanical way to promote understanding of the inquiry question, inspiration, group process, findings or implications.</p> <p>Adequate organization, weak transitions among speakers. Members' demonstrated involvement is unclear and overall synergy is lacking.</p> <p>Questions handled with adequate confidence and knowledge.</p>	<p>Presentation is professional where teamwork and adequate advanced planning is clearly evident; members gain some audience attention/interest.</p> <p>Key points are adequately presented and explained in a perfunctory way to provide understanding of the inquiry question, inspiration, group process, findings and implications.</p> <p>Smooth organization, effective transitions among speakers. All members demonstrate they are involved with adequate synergy.</p> <p>Questions handled adequately with confidence and knowledge.</p>	<p>Presentation is professional where teamwork and exceptional advanced planning is clearly evident; members are able to establish the focus of the presentation by immediately gaining audience attention/interest</p> <p>Key points are clearly presented and explained in a persuasive and appealing way to promote understanding of the inquiry question, inspiration, group process, findings and implications.</p> <p>Logical, smooth organization and seamless transitions among speakers. All members demonstrate involvement and their synergy is clear.</p> <p>Questions exceptionally handled with superior confidence and knowledge.</p>

LEARNING TASK 3: Action Plan for Field IV - DUE: Feb. 09**Description: Learning Task 3 (LT#3)**

Formulate a response to the question, “*What is your action plan design for your professional growth to positively impact student learning in Field IV?*”

In this learning task, each student is asked to respond to course readings, classroom discussions, and any additional assigned readings by creating an action plan for their professional growth in field IV. The action plan should include:

- a TQS competency to focus on;
- a brief introduction and rationale to set the context for your choice;
- evidence of a close examination of the Timperley model of professional learning;
- consideration of the intended impact on student learning (including evidence you hope to collect);
- references to research based resources;
- teaching strategies/practices which you plan to enact;
- direct data from partner teacher and field instructor narrative assessments; and
- reference to EACH of Brookfield’s four critical lenses.

Your plan may be presented as one or combination of the following:

- A table
- A point form response
- A podcast (3-5 minutes) with script
- Video (PowToon, interview, other)
- A visual metaphor with accompanying description (300 - 500 words)
- Oral presentation draft reviewed with critical friend and the final with the instructor (including written talking points 7-10 minutes)
- Other as negotiated with the instructor

Submit to Dropbox by Feb. 09, 2024

LEARNING TASK #3- (25%)
Knowledge Building
FINAL Due Feb. 09, 2024

The Following Criteria will be Used for Assessing This Final Assignment*	A ←-----> D			
	Exemplary (A+ - A-)	Competent (B+ - B-)	Developing (C+ - C-)	Not Yet D
I have provided a clear introduction and rationale for my choice for the action plan for Field IV.				
I have clearly articulated connections to each of Brookfield’s four critical lenses, using supportive literature (including Timperley), and evidence from previous field experiences				
I have clearly identified evidence-based resources to support my action plan in Field IV.				
I have clearly identified a number of evidence-based teaching strategies/practices to enact in Field IV				
I have clearly articulated success criteria for the chosen strategies/practices				
I have clearly identified the sources of evidence I will collect to support my claims of impact on student learning.				
Scholarly Writing/ APA (7th Edition) Format				
<p><i>Note.</i> Drawing upon Wiliam, D. & Leahy, S. (2015), <i>Embedding Formative Assessment</i>. We have created criteria for this task and provided you with two composite exemplars of student work to communicate high quality and marginal quality work. You will find the two exemplars in the D2L environment for this course. You will be provided with a letter grade for the task based on the articulated criteria.</p>				

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

- *The Importance of Attendance and Participation in Every Session*

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all synchronous online class sessions and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

Evidence of collaborative input to the professional learning community is required or the instructor may assign an individual assignment for LT2.

- *Engagement in Class Discussion and Inquiry*

Another reason for the importance of attendance and participation in every synchronous online class session and asynchronous activity is that the course involves working with fellow students to share ideas and thinking. For example, each week you will work with a small group to engage fellow students in discussions on work being considered in the course. You will also help other groups by providing ideas for scholarly inquiry in assignments. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

EXPECTATIONS FOR WRITING

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services offered by the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum:
<http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date**. Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, obituary notice). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence.

ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

GRADING

Grade	GPA Value	%	Description per U of C Calendar
A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A-	3.7	85-89	
B+	3.3	80-84	
B	3.0	75-79	Good - clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-74	
C+	2.3	65-69	
C	2.0	60-64	Satisfactory - basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal pass - Marginal performance
D	1.0	50-51	
F	0.0	49 and lower	Fail - Unsatisfactory performance

Students in the B.Ed. program must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses.

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>. Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: [ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf](http://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf). Students needing an accommodation in relation to their coursework based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor.

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Attendance/ Prolonged Absence

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

<https://www.ucalgary.ca/pubs/calendar/current/n-1.html>

The Freedom of Information Protection of Privacy Act prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments

during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit/return assignments as electronic files attached to private e-mail messages.

For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit

<https://www.ucalgary.ca/registrar/registration/course-outlines>

Education Students Association (ESA) President for the academic year is Claire Gillis, esa@ucalgary.ca.

Werklund SU Representative is Elsa Stokes, educrep@su.ucalgary.ca.